

# **DMA/EPS Opinion Benchmark Checklist**



## Kindergarten - Third Quarter Opinion Writing

### The Process

With guidance and support:

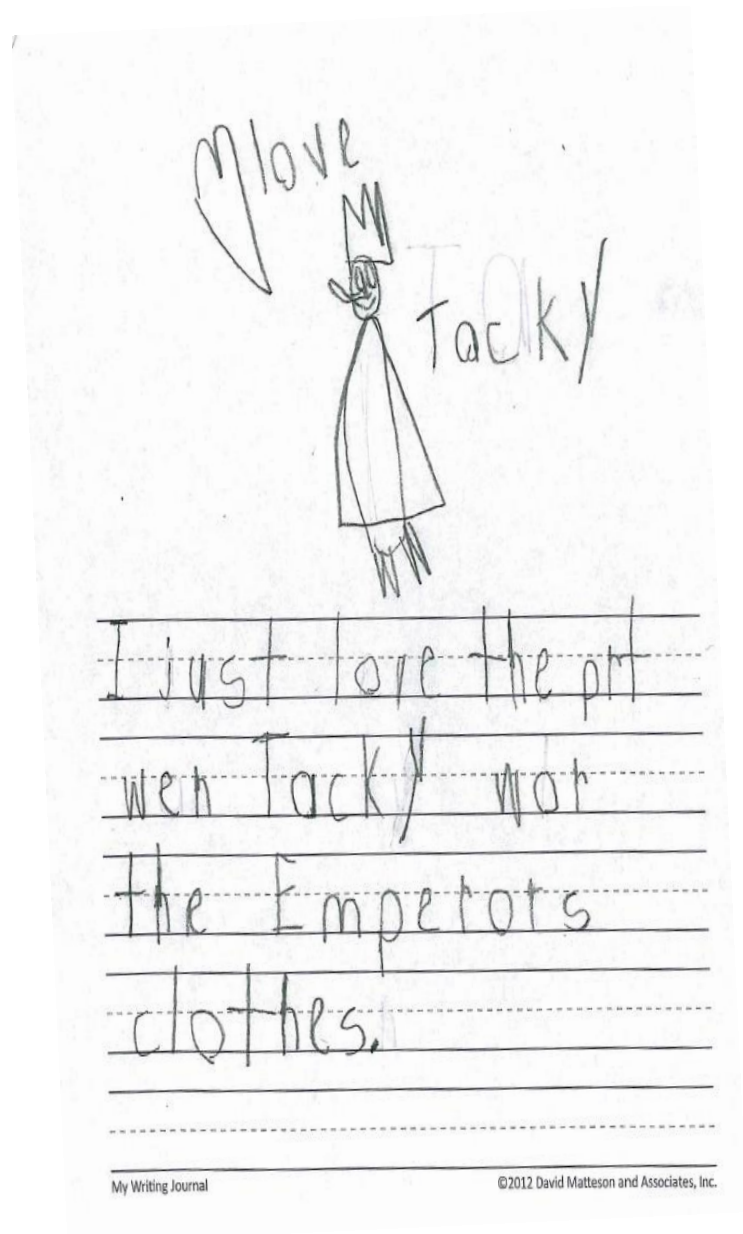
- Plan depicts a sketch of a preference or opinion
- Adds on to plan after talking with teacher or peers about piece and before writing
- Begins to match oral words with written text (points to a word as spoken)
- Teacher may publish piece

### Surface Features/Conventions

- Has 1 line of text
- Regularly contains beg/end sounds
- Contains some correctly spelled "Yellow Card" words
- Writing is mostly lower case letters
- Begins appropriate spacing

### Content

- Planned sketch matches the written piece
- Contains labels and opinion word(s) in the plan
- Opinion accurately reflects the topic
- Writes an opinion or preference



(ELA CCSS: K.W.1, K.L.1, K.L.2)

## Kindergarten - Fourth Quarter Opinion Writing

### The Process

With guidance and support:

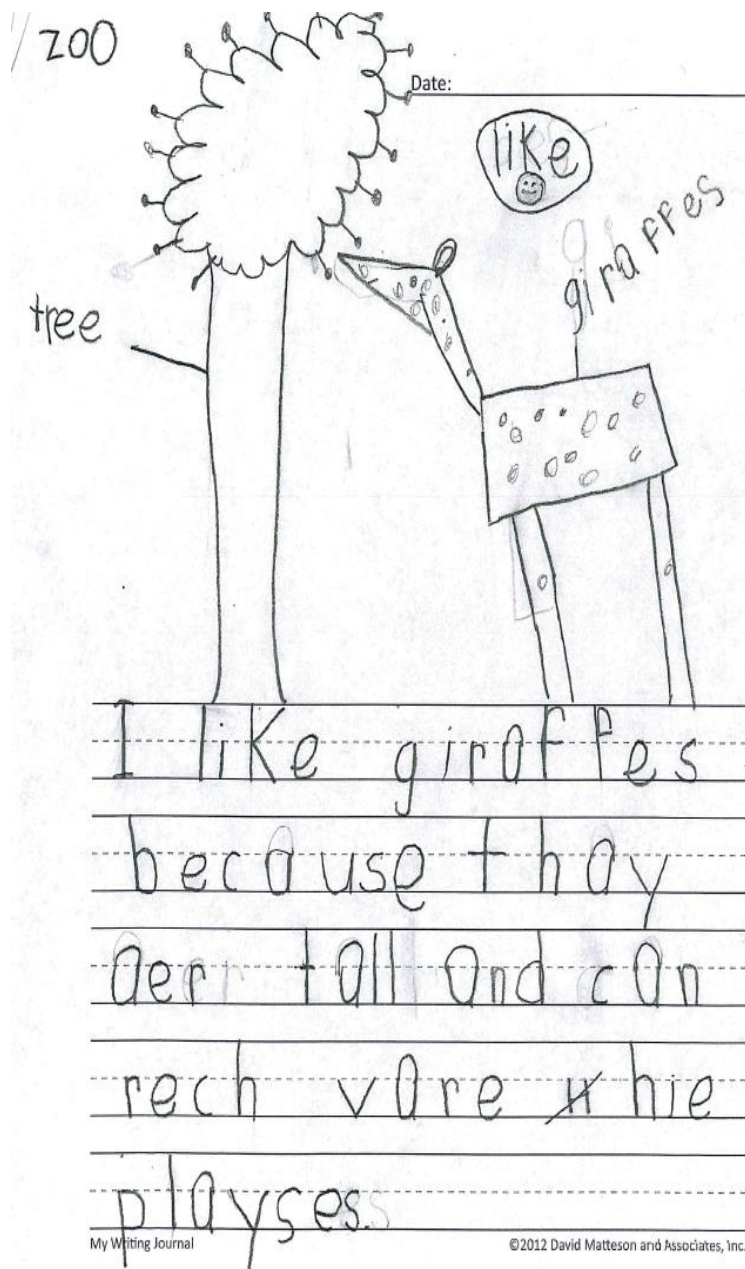
- Plan depicts a sketch of a preference or opinion
- Adds on to plan after talking with teacher or peers about piece and before writing
- Matches oral words with written text
- Identifies an audience/specific reader for piece
- Lines out mistakes
- Teacher may publish piece

### Surface Features/Conventions

- Has 1 lengthening line of text
- Spells words with close approximations (beg/mid/end sounds)
- Contains many correctly spelled "Yellow Card" words
- Uses environmental print to spell
- Writing is mostly lower case letters
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

### Content

- Planned sketch matches the written piece
- Contains labels and opinion word(s) in the plan
- Opinion accurately reflects the topic
- Writes a more detailed opinion or preference
- Contains some descriptive vocabulary



# First Grade - First Quarter Opinion Writing

## The Process

With guidance and support:

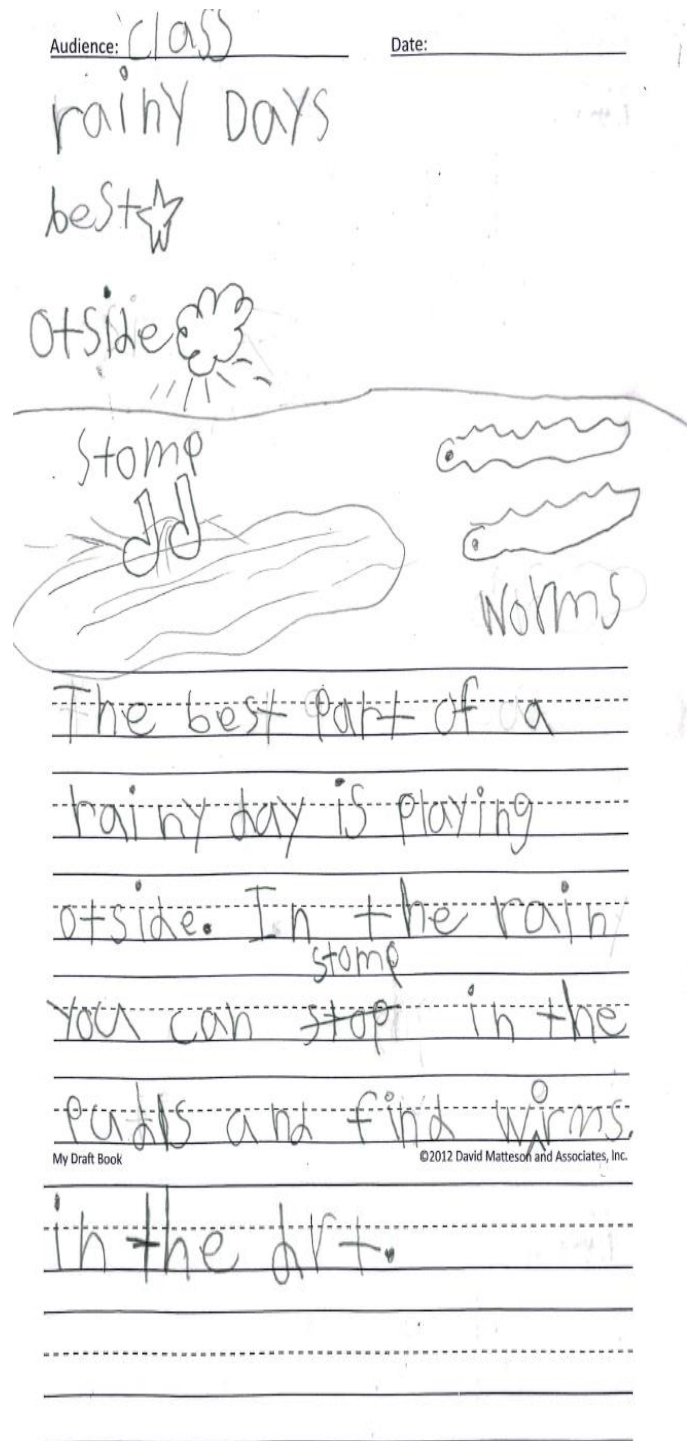
- Uses an organized plan to include Introduction (topic and opinion) and Body (fact or reason)
- Plans with some opinion words and sketches
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Yellow Card" words, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Carries writing over two days
- Teacher may publish piece

## Surface Features/Conventions

- 2-3 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Consistent lower case usage
- Consistent spacing
- Uses periods
- Capitalizes beginning of sentences and pronoun "I"

## Content

- 
- Writing is sequential and matched to plan
- Writes an opinion
- Includes a supporting reason
- Contains some descriptive vocabulary



(ELA CCSS: 1.W.1, 1.L.1, 1.L.2)

# First Grade - Second Quarter Opinion Writing

## The Process

With guidance and support:

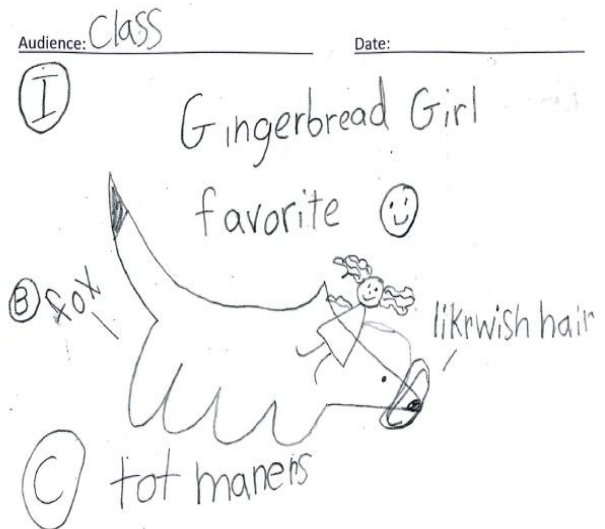
- Uses an organized plan to include Introduction (topic and opinion), Body (fact or reason), Conclusion (closure)
- Plans with some opinion words and sketches
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on to piece
- Lines out mistakes
- Carries writing over two days
- Student begins to publish selected pieces

## Surface Features/Conventions

- 3-4 sentences in length
- Balance of spelling approximations (beg/mid/end sounds), "Green Card" words and environmental print
- Uses periods
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

## Content

- Writing is sequential and matched to plan
- Writes an opinion
- Includes supporting reason(s) that is/are relevant to the opinion
- Contains descriptive vocabulary
- Uses linking words (e.g. because, and, also)
- Provides a sense of closure



My favorite gingerbread  
version is Gingerbread Girl  
because she is smart. I like  
the part when she tide  
her likr wish hair to the

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fox's mouth. It tot  
the fox a lesin on how  
to have maners.

# First Grade - Third Quarter Opinion Writing

## The Process

With guidance and support:

- Uses an organized plan to include I/B/C
- Plans with some opinion words and/or phrases and sketches
- Identifies a topic and audience/specific reader for piece
- Proofreads for "Green Card" words, environmental print, capitals and ending marks
- Adds on or takes away from piece individually or collaboratively
- Uses a variety of sources
- Carries writing over two or more days
- Student begins to publish selected pieces



## Surface Features/Conventions

- 4-5 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains many correctly spelled "Green Card" words and environmental print words
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns


## Content - Sketch and Written Piece





- Writing is sequential and matched to plan
- Writes an opinion in response to a topic or text
- Supporting reason(s) is/are relevant to the opinion
- Contains descriptive vocabulary that reflects the opinion
- Uses linking words
- Provides a sense of closure

Audience: Ms. H. Date: \_\_\_\_\_

I  music  - Ms. H.

favorite specialist

B  xylophon Sing and playing

C     music

Music is my favorite specialist. I love to sing with Ms. H. I also enjoy playing the xylophon. I like specialists but my favorite is music!

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# First Grade - Fourth Quarter Opinion Writing

## The Process

With guidance and support:

- Uses an organized plan to include I/B/C
- Uses opinion words and phrases in plan (may still use some sketches)
- Identifies a topic and/or purpose for writing
- Identifies an audience/specific reader for piece
- Evidence of proofreading for spelling, grammar and punctuation
- Adds on or takes away from piece individually or collaboratively
- Uses a variety of sources
- Carries writing over two or more days
- Student begins to publish selected pieces

## Surface Features/Conventions

- 5-6 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns

## Content

- Writing is sequential and matched to plan
- Writes an opinion in response to a topic or text
- Supporting reason(s) is/are relevant to the opinion
- Contains descriptive vocabulary that reflects the opinion
- Uses linking words
- Provides a sense of closure

Audience: Mrs. N. Date: \_\_\_\_\_

I + summer  
♥ favorite  
no school

exited

B. weeks off  
no homework

best  
summer  
can't wait!

I am excited for summer!

In summer there is no  
school. We get lots of  
weeks off. That also means  
no homework! To me

summer is the best  
season of the year. I  
can't wait for summer!

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## Second Grade - First Quarter Opinion Writing

### The Process

With guidance and support:

- Uses an organized plan to include Introduction (topic and opinion), Body (facts and reasons), Conclusion (closure)
- Uses opinion words and phrases in plan (may still use some sketches)
- Identifies a topic and specific reader/audience for piece
- Adds on or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation, and grammar
- Uses a variety of sources
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

### Surface Features




- 
- 6-7 sentences in length
- Uses knowledge of more complex letter/sound relationships
- Contains correctly spelled "Green Card" words and environmental print
- Uses a variety of ending punctuation
- Capitalizes beginning of sentences, pronoun "I" and proper nouns




### Content



- Writing is sequential and matched to plan
- Writes an opinion with supporting reasons in response to a topic or text
- Contains introductory statements
- Reasons are relevant to the opinion
- Contains descriptive vocabulary that reflects the opinion
- Uses linking words (e.g. and, also, another, because)
- Provides a sense of closure

(ELA CCSS: 2.W.1, 2.L.1, 2.L.2, 2.L.3)

Audience: PTA Date: 10-1-15

I. castle playground   
• best   
• loved 

B. 1st fast down ~~curly~~ slide   
• next imagine being a queen and King   
• Last covered it you won't get wet 

C. castle playground is best   
• Kids   
In our School

Castle playground yay! I love  
the new playground! In my opinion  
I think the castle playground  
is the best playground. First of  
all when it's raining you can  
slide very fast down the curly slide!  
Also you can imagine that you're  
a queen and king. Lastly it's covered  
when it's rained you won't get wet.  
Now you know that that the castle  
playground is the best playground  
for the kids in our school.

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## Second Grade - Second Quarter Opinion Writing

### The Process

With guidance and support:

- Uses several planning strategies (list, web, Venn)
- Identifies a topic, purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation, and grammar
- Uses a variety of sources
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

Audience: Class Date: 12-3-15

Topic →	Best pet
Opinion →	Dogs are the best
Reasons	
• helpful →	guide or service dogs
• stay dry →	2 layers of fur
• full of energy →	play with you
Conclusion →	Dogs are great

### Surface Features

- Begins to format ideas into paragraph form (indenting)
- Spells unknown words using knowledge of word structures
- Uses a variety of ending punctuation

### Content

- Writing is logically sequenced within intro, body, conclusion
- Writes an opinion with supporting reasons in response to a topic, text or source
- Contains introductory statements
- Reasons are relevant to the opinion
- Contains descriptive vocabulary that reflects the opinion
- Begins to use varied sentence structures (simple and compound)
- Uses linking words
- Provides a sense of closure

qualities

Dogs have many things that make them good pets. In my opinion dogs are the best pet to have. First they're helpful. For example they can be guide or service dogs. Also water doesn't stick to them because they have two layers of fur. Dogs are full of energy so they are very playful. These are the reasons I think dogs are great pets.

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## **Second Grade – Third Quarter Opinion Writing**

### **The Process**

With guidance and support:

- Uses several planning strategies (list, web, Venn)
- Identifies a topic, purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Evidence of proofreading for spelling, punctuation, grammar and usage
- Uses a variety of sources
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

### **Surface Features**

- Indents paragraph about one topic with supporting details
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes and commas

### **Content**

- Writing is logically sequenced within intro, body, conclusion
- Writes an opinion with supporting reasons in response to a topic, text or source
- Introductory statements engage the reader
- Reasons are relevant to the opinion
- Contains descriptive vocabulary that is specific to the opinion
- Uses varied sentence structures
- Uses linking words
- Provides a concluding statement

Opinion Writing Audience: Class

Sunny or snowy days

Hook: choose the weather  
Opinion: Snowy!

Reason: play in the snow  
• make snowmen  
• snowball fight  
• go skiing

1.

Reason: drink hot coco  
• stay warm  
• yummy

2.

Conclusion: no control  
love snow

If you could choose the weather,  
would you <sup>prefer</sup> ~~prefer~~ a sunny day or  
a snowy day? I would choose  
the snow over the sun anytimes!

One reason I prefer the snow  
is that you get to play outside  
by building snowmen, having a  
snowball fight or going skiing.  
Another reason I prefer the  
snow is that you get to drink  
hot cocoa with marshmallows.

Drinking hot cocoa will help  
you stay warm on a cold  
winter day. Plus it's yummy

too! I know I can't control  
the weather but I do  
love snowy days to play  
in the snow and drink  
hot cocoa.

## **Second Grade – Fourth Quarter Opinion Writing**

### **The Process**

With guidance and support:

- Uses several planning strategies (list, web, Venn)
- Identifies a topic, purpose and specific reader/audience for piece
- Adds, substitutes, or deletes from piece individually or collaboratively
- Expands and rearranges sentence structures
- Evidence of proofreading for spelling, punctuation, grammar and usage
- Uses a variety of sources
- Carries writing over two or more days
- Student publishes selected pieces in a variety of ways

### **Surface Features**

- Indents paragraph about one topic with supporting details
- Spells unknown words using knowledge of word structures
- Uses a variety of punctuation including apostrophes, commas and quotation marks

### **Content**

- Writing is logically sequenced within intro, body, conclusion
- Writes an opinion with supporting reasons in response to a topic, text or source
- Introductory statements engage the reader
- Reasons are relevant to the opinion
- Contains descriptive vocabulary that is specific to the opinion
- Uses varied sentence structures
- Writes in third person if citing sources
- Uses linking words
- Provides a concluding statement from a menu of closing techniques (reinforce rather than repeat, question, quote)

I Title: Wampanoag or Pilgrim

Hook- wonder about life

America 1620's

Opinion- Pilgrim or Wampanoag  
I choose Wampanoag

B Reason 1- work on farm  
grow food

Reason 2- Fur blanket  
cozy, warm

Reason 3- Jewelry- shells/beads

C Wampanoag's life- no electricity, cars  
or computers

-had what they needed  
Question- what would you choose  
Pilgrim or Wampanoag

Wampanoag or Pilgrim?

Have you ever wondered  
what life would be like  
in America in the 1620's?

If I could choose  
between the life of a

Pilgrim and the Wampanoag,  
I would choose a  
Wampanoag's life.

One reason is that I  
would like to work  
on a farm. For example  
I would like to plant  
seeds and grow <sup>beans</sup> beans  
and corn. Another reason  
I would rather live  
as a Wampanoag is  
because I would get to

sleep under a fur  
blanket. I would enjoy  
sleeping under a cozy  
fur blanket on a cold  
night. A final reason  
for my choice is that

I would like to make  
jewelry out of shells and  
beads. Wampanoag's lived  
a life without electricity,  
cars or computers,  
but they had what they  
needed to live. Would you  
want to live the life of  
a Wampanoag or a  
Pilgrim?

Child's Name \_\_\_\_\_

Assessment Date \_\_\_\_\_

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features -

Content -

Child's Name \_\_\_\_\_

Assessment Date \_\_\_\_\_

Circle Proficiency Level

Below

Proficient

Exceeds

Next Individualized Teaching Point:

Process -

Surface Features -

Content -